

Suggested Grade Level Expectations for Reporting Adequate Yearly Progress (AYP) in Reading and Mathematics in Grades 3, 5, 6, and 7 (to be reported beginning 2005-06)

As outlined in STARS Update #12, beginning in 2005-06, Nebraska school districts will need to include student performance information in reading and mathematics for students in grades 3, 5, 6, and 7 to specifically determine Adequate Yearly Progress (AYP) toward Nebraska goals for the “No Child Left Behind” legislation.

The reports for AYP will include STARS assessment data (grades 4, 8, 11) and progress, at a minimum, on only one reading standard (4.1.3 and 8.1.1) and on one mathematics standard (4.2.1 and 8.2.2) in grades 3, 5, 6, and 7. This is a minimum requirement, and is only for AYP. Assessment and reporting of all STARS data will continue to be reported by each standard at grades 4, 8, and 11.

Many districts have established grade level expectations or achievement targets in grades 3, 5, 6, and 7, and they are encouraged to use their own targets or expectations in those grades. However, examples of grade-level expectations for grades 3, 5, 6 and 7 have been developed and may be used, as needed, by local school staff in developing local expectations or targets to measure and report AYP for reading standards 4.1.3 and 8.1.1 and math standards 4.2.1 and 8.2.2. Those suggested grade level expectations for reading and mathematics are found in Attachments E and F located in STARS Update #15.

As reported in STARS Update #12 in August, 2003, districts may either use norm-referenced tests to measure grade level expectations in grades 3, 5, 6 and 7 or their locally developed assessments. No district assessment portfolio will be required for the local assessment in grades 3, 5, 6, and 7, but a cross reference of assessment quality will be used. Information about the required documentation for local assessment used in grades other than 4, 8, and 11 can be found on page 48.

Suggested Grade-Level Expectations - Reading

Reading. The suggested reading grade level expectations are based on standards 4.1.3 and 8.1.1.

<p style="text-align: center;">Grade 3 –Reading Grade-level Expectation</p> <p>Using grade level materials, students will identify the main idea and supporting details in what they have read.</p> <p><i>Example indicators:</i></p> <ul style="list-style-type: none">• Interpret information from diagrams, charts and/or graphs.• Answer literal, inferential, interpretive and/or critical questions.• Retell a selection orally or in writing.• Identify topic, main idea and supporting details of selection.• Complete a graphic organizer.
<p style="text-align: center;">Grade 5 – Reading Grade-level Expectation</p> <p>Using grade level materials, students will identify the main idea and supporting details in what they have read.</p> <p><i>Example indicators:</i></p> <ul style="list-style-type: none">• Interpret information from diagrams, charts and/or graphs.• Answer literal, inferential, interpretive and/or critical questions.• Summarize a selection orally or in writing.• Identify topic, main idea and supporting details of selection.• Complete a graphic organizer.
<p style="text-align: center;">Grade 6 – Reading Grade-level Expectation</p> <p>Using grade level materials, students will identify the main idea and supporting details in what they have read.</p> <p><i>Example indicators:</i></p> <ul style="list-style-type: none">• Interpret information from diagrams, charts and/or graphs.• Answer literal, inferential, interpretive and/or critical questions.• Summarize a selection orally or in writing.• Identify topic, main idea and supporting details of selection.• Complete a graphic organizer.
<p style="text-align: center;">Grade 7 – Reading Grade-level Expectation</p> <p>Using grade level materials, students will identify the main idea and supporting details in what they have read.</p> <p><i>Example indicators:</i></p> <ul style="list-style-type: none">• Interpret information from diagrams, charts and/or graphs.• Answer literal, inferential, interpretive and/or critical questions.• Summarize a selection orally or in writing.• Identify topic, main idea and supporting details of selection.• Complete a graphic organizer.• Outline a passage.